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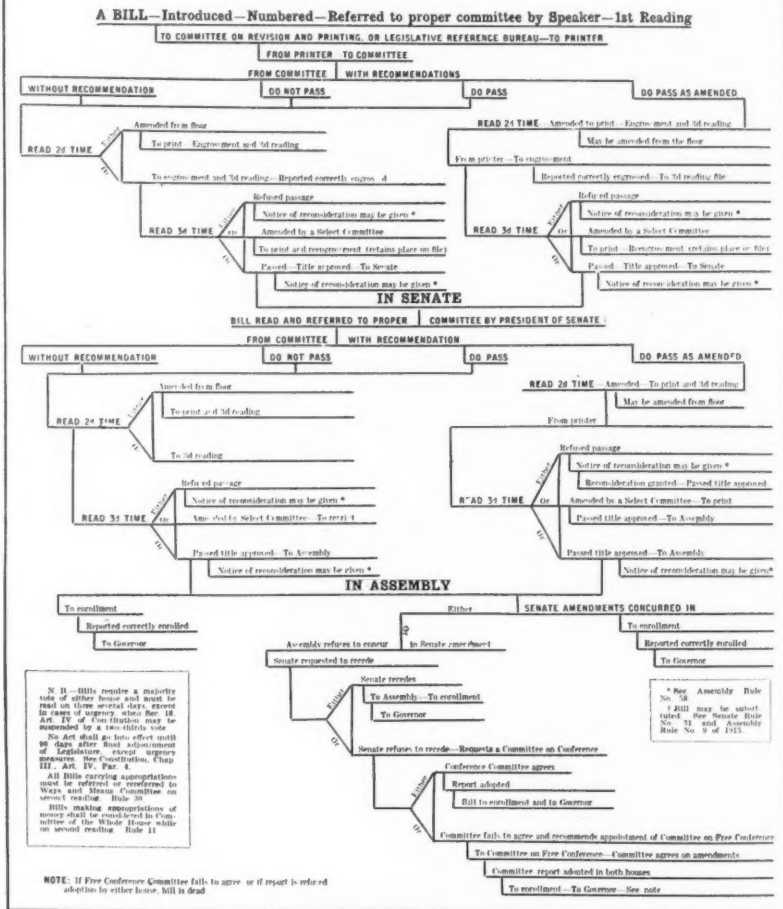
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Contents

Legislation Chart	298
Editorial—Arthur Henry Chamberlain	299
Training the First Year High School Pupils in Methods of Study— Osmer Abbott	303
Auditor's Report—H. R. Hatfield, Chairman	305
Colleges in Southern California—Frank J. Klingberg	306
This Is the Time—Edward Hyatt	310
The Spirit of a High School—Irving Passmore	311
Strengthen Our Organization—Arthur E. Paine	313
County Board Examinations—J. E. Williams	315
Outline for Rural School Playgrounds in Oregon—Mari Ruef Hofer	318
A Day at the Exposition—Ardee Parsons	319
School Legislation—E. Morris Cox	322
Bay Section Meeting, C. T. A.	322
The First Annual Track and Field Meet—Graham B. Moody	326
News Notes and Comment	327

Chart—Showing Possible Movements of a Bill from Introduction in Assembly to Governor (same relative movements if introduced in Senate)

Prepared by L. B. MALLORY, Chief Clerk of the Assembly, 1911-1913 Sessions



LEGISLATION CHART

The work of the State Legislature is little understood by high school pupils. Indeed few teachers, or other well informed individuals have a clear idea of how a bill that it is proposed to enact into law, finds its way through the Senate or Assembly and finally to the Governor's desk for signature. The accompanying chart will be of assistance in our history classes in the high school, and may with profit be studied by the eighth grade history class.—Ed.

Editorial.

ARTHUR HENRY CHAMBERLAIN

JOIN THE N. E. A.

The campaign to secure an advance membership of 7,000 in the N. E. A. is progressing favorably under the chairmanship of E. Morris Cox. It is particularly important that teachers should take out memberships at once and not delay until the time of the great meeting, August 16 next.

Teachers should consult their City and County Superintendents in whose hands membership blanks have been placed. The officers of the Association desire returns to be made by June 1. The fee is \$2.00 and entitles a member to the annual volume of proceedings.

To become an active member, an additional fee of \$2.00 is required the first year only. Active members are privileged to vote and hold office and receive all publications of the Association. We have in California 300 active members and this number should be doubled.

There are two organizations to which every teacher in California should belong,—the C. T. A. and the N. E. A. This year we are the hosts of the teachers of the Nation. If we in California do not rally, we shall find our neighbors in the North, Oregon and Washington, outdoing us in membership and attendance. Join at once.

A CHANCE FOR ALL

Secretary California Council of Education:

"Kind Sir:

_____ School District, El Dorado County, wants a teacher, male or female, with a large family of small children of school age, to attend the school and help to hold it from lapsing. Three or more pupils are necessary. Heathy location, elevation 3500 feet, fair house free and garden spot, good water, very convenient, free wood, eight months winter school, salary \$65.00 per month. If you cannot find us a teacher, this district will lapse and leave three small boys, seven, nine and eleven years, without school privileges."

(Signed) _____

Present Teacher.

_____ Clerk of District.

Here is something to think about. In order that a school district may not lapse, five pupils are necessary, and now because a family is broken up or moved away, or a teacher with three children resigns to accept a posi-

tion at \$10.00 more per month, those who remain behind must be penalized. There are not *enough of them* to be worth educating. If there were *six*, the state could furnish a teacher; because there but *three*, they may grow up in ignorance.

Is it any wonder there has been a movement cityward? California takes care of her children much better than does most states. But what do we mean by saying we have a State System of Schools if there are any boys or girls in the state to whom are denied the privileges enjoyed by other boys and girls? It may be that the three boys in question are the very ones who are most worth educating. Lack of education may result in a loss to the state of many times the amount of the teacher's salary.

The Governor has just signed Senate Bill 427, which adds a new section 1617 B. to the Political Code, authorizing boards of education to employ home teachers who shall go into the homes of foreigners to aid in the education of their children.

Good! Now let us get back to the days of our fore-fathers if necessary. Either we must revert to the "Dame Schools" or provide a home teacher for a family of three children or for a district having less than the statutory number of children.

If there is any justice or common sense or business sagacity or political acumen in permitting the least opportunity to feed on educational husks, while those with plenty are led to the banquet board, we plead ignorance to the facts. If a man asks meat, shall he be given a stone. Or is it an unwise application of the doctrine that "to him that hath shall be given"?

CO-OPERATION VS. DICTATION

The National Congress of Mothers and Parent-Teachers Associations is to tour the country in the interest of Home Education. Local meetings and Child Welfare conferences have been held in various states and cities, but this is the first time that any such crusade has ever been made from coast to coast. As many as nine conferences will be held in the proposed tour during May, beginning at Chicago and ending at San Francisco. Mrs. Frederic Schoff, President of the National Mother's Congress, is director of the Home Education division. Since its organization in 1913, this division has enrolled over 20,000 women. This home education work is responsible for many advances in the better development of children and the home.

All of this is excellent. The movement is commendable. As properly carried on, the Parents' Associations, Parent-Teachers' Associations, and Mother's meetings are doing much for the school and the home. No word

of criticism could be directed toward these organizations where they always work in harmony with and conformity to the best interests of the schools. Indeed, in many of our towns and cities in California, the teachers and supervising officers are enthusiastic in the spirit of co-operation shown, and are doing their best to make a spread of the organization possible.

It not infrequently happens, however, that instead of being of assistance, these associations, or some of the leading spirits therein, are a direct stumbling block in the way of progress in the school. When the mothers or fathers of the children attempt to dictate the details of the conduct of the school, to tell how the school should be run and to assume that they, rather than the teachers, are responsible for rules and regulations, courses of study, methods of instruction, and deportment of school children, then is the time to call a halt.

The schools do not belong to the teachers, and the teacher who is not sufficiently open-minded to desire suggestion and criticism, properly given, from any and every source, is not living up to her possibilities. So long, however, as we have teachers and principals and superintendents, who must be held accountable for results, it must be suggestion and co-operation, not dictation and direction, that must come from the parent organizations to the teachers. Unless this is thoroughly understood by these organizations, we shall find that instead of a help in California, they are soon to become a decided hinderance.

Already in some sections, these associations are carrying a high hand and are making life a burden to teachers and stirring up strife. When these associations begin to use the method of the ward politician; when they browbeat and intimidate, it is time for the school people to rise in righteous indignation.

MR. BARR'S GREAT WORK

Not alone the officers of the Panama-Pacific International Exposition, but the people of California, and especially the school people, are proud of the work of James A. Barr, Director of Congresses, at the Exposition. There has just come from the press an announcement by Mr. Barr covering the Congresses, Conferences and Conventions secured by his office, to hold sessions during the period February 20th to December 4th. The list included in the 86 pages of the bulletin, gives 822 organizations, or more than twice as many as have ever held sessions at any previous International Exposition. This list gives the name of the organization, the president and secretary, and the date of the meeting.

A glance at the Forward recalls to mind the original plan of Mr. Barr in regard to the making of the Congresses and Conventions a great feature

of the Panama-Pacific. The central thought in the scheme is service. Each organization should contribute something toward the solution of a specific problem. The "grouping plan" as worked out by Mr. Barr, so places the time of meeting of any series of Congresses, that within a given period the teacher, the physician, the social worker, the librarian, or the one interested in any special phase of experience, may attend all the meetings in his particular field.

Advance surveys are being made in all lines. These surveys will give information as to what an exhibit seeks to teach, where it may be found and something of its general make-up. Thus will the time of the visitor be conserved and his study directed. All in all, Mr. Barr's work will prove of inestimable value to those who will visit the Exposition. Through his efforts fully 600,000 people will attend the Congresses, see the Exposition, and enjoy California life while visiting our thousand and one beauty spots in California.

N. E. A. AND INTERNATIONAL CONGRESS

The N. E. A. and International Congress of Education, to be held at Oakland August 16-28, promises to be the greatest educational meeting ever held. At Chicago in 1893 and St. Louis in 1904, the annual meetings of the National Education Association were in the nature of International Congresses. This year, foreign countries will participate and speakers of world-wide fame will find places on the program.

The general congresses, presided over by Dr. David Starr Jordan, will offer such topics as The Teacher and War, Rural Education, Race Improvement, Self-Government, Junior College, English, Vocational Education, Teachers' Organizations. The Departmental Congresses will include those on Kindergarten Education, School Hygiene, Rural and Agricultural Education, Educational Investigations, Music, Physical Education, School Administration, Science, Elementary, Secondary, School and Co-operative Organizations, Libraries, Professional Supervision of Public Schools, Preparation of Teachers, Vocational Education and Practical Arts, Administrative Problems as Viewed by Classroom Teachers, Exceptional Children, Business, Higher Education.

August 21 will be N. E. A. Day at the Panama-Pacific Exposition. Teachers will meet in their respective State buildings on the Exposition grounds at ten o'clock, and announcements will here be made concerning the afternoon and evening programs. Copies of the April N. E. A. bulletin are in the hands of the State Director and may be had by addressing the office of the California Council of Education.

TRAINING THE FIRST YEAR HIGH SCHOOL PUPILS IN METHODS OF STUDY

OSMER ABBOTT

Principal High School, Coalinga

THE efficiency expert in a recent *Independent* says:

"The majority of college students never learn how to study."

All observers agree that few high school graduates know how to study as they should, and fewer grammar school graduates. At Coalinga we began rather ambitiously, four years ago, to train incoming pupils in methods of study. In Physical Geography, English, Latin, Algebra, and History of the first year in the High School we endeavor first of all to develop power of study and then to teach the particular subject.

The methods of studying I have analyzed to be the following: (1) Finding answers to questions in text. (2) Testing answers. (3) Finding chief ideas in a paragraph. (4) Putting together in a complete statement all the needed items. (5) Criticism of statements. (6) Comparisons and additions. (7) Finding answers in Nature. (8) Attack on problems. (9) Easy method of memorizing. Of these, all except (8) should be learned in the Grammar School. At present, investigation shows that only (1) is fairly well learned in the Grammar School.

FINDING ANSWERS TO QUESTIONS IN TEXT.—This is the simplest form of study, but a very good one. We all use it, but we need give no special drill in it as pupils have learned it pretty well before coming to High School.

TESTING ANSWERS.—Here the opposite is true. We find that many pupils are satisfied with any kind of an answer. The remedy for this is to ask the pupils to decide (1) Are these answers correct? (2) Are they sufficient? In class, instead of saying, "No, your answer is wrong," we appeal to the class with, "Is that right?" "Is it enough?" Take, for example, the definition of a circle. The average pupil says it is a curved line. Hands go up. "Mary?" "The curved line at a given distance from the center." "John?" "It isn't a line at all, it's a surface." This matter of making them critical of their own answers is not solved in a moment, and I usually spend about three weeks in the Physical Geography class at the beginning of the year, with this as my chief aim, then keep it up the rest of the year. I use for this beginning the chief terms of Physical Geography.

At this point the pupil should be taught that a definition is the naming of the class to which a thing belongs, with the peculiarities which are necessary to it and distinguish it from its class. For example,—a drumlin is a hill,—that is the class and that is the first thing to be stated about it. But that is not enough. It is a hill of peculiar shape, made of

particular materials in a particular way. A complete definition of a drumlin is, a hill, shaped like half a football, composed of glacial till, and made under a glacier. The written lessons may be a great help in this and succeeding divisions, by making the pupil correct his own or another's papers, the teacher going over them afterwards.

FINDING CHIEF IDEAS IN A PARAGRAPH.—This is so clearly the first step in self-directed study that it seems as if everybody must know it. Few, however, have any idea that they should look for anything in particular and fewer still have any skill in finding what are the really important things in a paragraph. Many text books italicise or in other ways mark the important points. This is a bad thing. It makes the pupil dependent. About the third week of school I begin training the pupils to pick out the chief points, and the things that should be learned "for keeps." I look over a paragraph that the class has not studied and ask them to read it over silently and pick out the three (or whatever number I find there are) important things in it, and raise hands as soon as they find them. When about two-thirds of the class have raised their hands, I ask one pupil his three points, the others being permitted to disagree, giving reasons.

An advanced step in this is outlining, of which a very good way is underlining in the book. This facilitates review. (This can hardly be done with state books that are to be used by a succeeding class.)

PUTTING TOGETHER THE ESSENTIALS OF SEVERAL CONNECTED PARAGRAPHS OR A CHAPTER.—This emphasizes the correct choice of points, develops the memory and the power to connect in proper proportion. Many pupils who can answer questions, cannot give any connected idea of a whole topic. Pupils should not be allowed to leave a chapter until most of them can do this. These four things cover what many teachers seem to consider the whole of study.

CRITICISM OF STATEMENTS OF BOOK.—Teachers usually hold the pupil to the text as if it were sacred and inerrant and to individual statements as if they were. This is a pernicious habit of mind, thoroughly bad for both scholarship and character, but pretty well corrected by the outer world in the United States. The pupil should be encouraged to doubt in a straightforward and courteous way; to ask himself continuously the question, "Does this square with my experience and with what I have read or heard?" With this attitude, school work will be more real, more thoughtful and in after life the pupil will be less dependent on the newspaper, pulpit and forum for his ideas.

COMPARISON AND ADDITION.—So far we have studied from one book only. We now take the further step of making our complete recitation from many books. This is not so well taught in Physical Geography

as History. There is little disagreement in elementary science books. Comparison gives only a supplementing and clearing of ideas. So the higher type of study, the balancing of evidence and argument, and the formation of independent judgment does not come into my work. The best of this work in supplementing I leave till the latter part of the school year, when each pupil is required to give topics, one of them of a public nature, with the assistance of lantern slides.

FINDING ANSWERS IN NATURE.—The first six topics discussed deal with getting knowledge from books. The independent student must also learn to get knowledge of science from inanimate nature and of history from men. In common with most science teachers, I start my classes in laboratory work, excursions, etc., the first week and continue them throughout the year. The ability to give complete answers and to group things together into well balanced wholes is consciously developed in this work also. The essential gain here is in that the questions are such as cannot be answered from a book and must be discovered by the pupil himself either from maps or from the surrounding country. The teacher must be careful that the questions are not at first too hard. It is best to begin with a large number of really easy questions.

METHODS OF MEMORIZING.—In the memory work, particularly in English and Latin, we have our pupils go through the exercises to be memorized, and think them out before memorizing, giving them lectures on the best method of memorizing, and explaining that memorizing, while but one form of study and not the highest, is very important.

Work is everywhere insisted upon. The danger in this drill on methods of studying is that the pupil may be given too little to do and so form a habit of idleness. This I overcome by assignments and written lessons in the usual way. These methods of study are thus drilled upon in addition to the usual methods of developing interest, securing attention and developing power, study, program, etc.

Our pupils gain rapidly in power of study and I believe the result well worth the effort and yet I have never been able to bring a class to the point where it ought to be. There are many problems in this connection to merit study on the part of principals.

The Auditing Committee begs to report that they have examined the accounts of Mr. A. H. Chamberlain, Secretary, for the year ending December 3, 1914. Proper vouchers for all payments have been submitted, the receipts of memberships from the various sections verified, and the amount of cash on hand, \$262.71, is found correct.

Respectfully submitted,

H. R. HATFIELD,
Chairman Auditing Committee.

COLLEGES IN SOUTHERN CALIFORNIA

FRANK J. KLINGBERG

STANFORD UNIVERSITY, with its millions and its beautiful architecture, the University of California, with its fine campus, large student body, and splendid location, are nation famous, if not world famous. But many people do not know that in Southern California there are colleges which, each in its own way, fulfill a real need and has reached a position of permanent influence and usefulness.

The present condition of the colleges of Southern California is most encouraging to those who wish to bring their children within reach of efficient institutions. The work done is of high grade and is fully accredited by schools of higher learning anywhere in the country. The great distance between Southern California and the Bay region where Stanford and the University of California are located gives the privately endowed institutions of the South a good opportunity to develop. An unusually large proportion of the people of Southern California, compared with other sections of the country, are interested in higher education and the immensely rapid growth of population swells the enrollment of the schools.

POMONA COLLEGE

Pomona College, which is a fine type of a small college in a small town, has been granted a chapter in the Phi Beta Kappa Society, in itself a complete proof that its library, equipment, faculty, and standards of teaching are of the highest grade. Pomona publishes four quarterlies, three of them scholarly journals of good size, dealing with astronomy, economic botany, and zoology, and the fourth an interesting magazine devoted to matters of the student life, the alumni, plans for progress, etc. There are about 500 students and many of the graduates show ability in advanced work in the larger universities. There is no effort to maintain a graduate school, although a few students remain each year for graduate study, but the ambition of Pomona is to do nothing but college work and do that well.

Pomona is advancing steadily in endowment and buildings. In the last six years the endowment has been increased by large gifts and new buildings appear from time to time, rounding out the plans for the campus, which consists of 100 acres, into great symmetry and beauty. Everything is planned with reference to a comprehensive final design and a splendid new hall now going up fits into the general scheme and illustrates the spirit and future of the place. The location of the college is ideal for its purpose. There is nothing to detract from college ideals at Pomona. A college in a small center is able to dominate the whole life of the community. Scholastic traditions become established and college activities form

the sole interest. The students at Pomona find much to claim their loyalty and fully satisfy their ambitions in the flourishing college with its good buildings, its faculty trained in many eminent institutions, and the whole spirit of a little college world all by itself.

UNIVERSITY OF SOUTHERN CALIFORNIA

Quite different are conditions at the College of Liberal Arts of the University of Southern California, which has the advantages and disadvantages of its location in the city of Los Angeles. While it can offer a number of things which the small town college lacks, no city university has quite so much of the college "spell" or feeling which is the charm and inspiration of an isolated college center. The diversity of intellectual opportunities that students in a city find in the possibility of hearing good music, plays, and lectures, and the large proportion of students who live at home break down to some extent the sense of community life and college ties of the kind that develop where all are on the same footing and removed from the background of the home world and friends. On the other hand one of the pleasing and interesting things one soon notices is the large number of students who have come from other colleges and places east, west, south, and north, from up and down the country.

The University of Southern California is the only institution in the South which is fulfilling the functions of a university. It is composed of a College of Liberal Arts with a strong Graduate Department and eight professional schools with a total enrollment of about 2,500 exclusive of 350 students in the last summer session. The university in its different schools of Medicine, Law, Engineering, Theology, Pharmacy, Oratory, Music, and Fine Arts, offers educational opportunities to students looking forward to any kind of a professional career. The graduate school with over 200 students is training a large number of teachers for the high schools, emphasizing scholarship and encouraging research work. The College of Liberal Arts has the right, conferred by the State Board of Education, to grant the state high school teachers' recommendation, the only two other institutions having the same privilege being Stanford and the University of California. The model school, in which the prospective teachers do their practice work, is the first of its kind in the state. Late afternoon and Saturday classes are provided for the benefit of teachers and others who cannot avail themselves of the regular hours. The large enrollment in Liberal Arts, 1,000 at the present time, exclusive of graduate students, makes possible specialization in each department. Three or four men are employed for the special fields in each department where one man in a small college would have to cover the whole work of the subject.

Every effort has been made to get specially trained men from the best universities with the result that the faculty is largely Eastern trained and eleven are members of the Phi Beta Kappa.

The city is the laboratory of the university and in every way the city and the university are becoming closely identified. The college campus is near Exposition Park which the state, county, and city are making extremely valuable for educational purposes. The public library with 150,000 volumes is an aid to all students in the university. The Law School with its 571 students is made effective through the co-operation of eminent men of the Los Angeles bar. In addition to a splendid Law School library, an excellent county law library is at the service of the law students. The 157 students in medicine, the 207 in music, the 128 in dentistry and all the students in the professional schools are aided largely by the opportunities which the city offers so abundantly. The professional schools, including the engineering, are doing effective work, standards are being raised, and the university is looking forward to having professional schools equal to the best in the country. There is a great opportunity and a real need for a large university in Southern California, and the University of Southern California is taking vigorous steps to realize that opportunity. The people of Southern California as well as the two northern universities are in sympathy with the ambitions of the University of Southern California.

OCCIDENTAL COLLEGE

Occidental College, like Pomona and the University of Southern California, is Christian but non-sectarian. It has an enrollment of over 300 students and is located on the northeastern edge of Los Angeles. The new campus of 90 acres lies in a little valley with low hills rising in a semi-circle around the college grounds and with a noble view of the Sierra Madre Mountains in the distance. Three large white buildings make an impressive appearance outlined against the slope back of them and are placed with reference to the final design of having a number of equally dignified buildings facing a great square or court. Two of the present buildings are duplicates but face each other in such a manner that the effect is very pleasing. A men's dormitory is the third large building, uniform in style with the other two. A library, a woman's dormitory, and other additions are in contemplation. The grounds and conditions show the newness of the present location of the college, of course.

The college has definite aims similar to those of Pomona. Its chief purpose is to develop a Liberal Arts training to the highest point, preparing students for the professions and for graduate study elsewhere. It has

no graduate school, but emphasizes college work. The college is easily accessible to the cars and yet it is neither completely removed from the city, as is Pomona, nor in so convenient reach of the city resources as the University of Southern California, and so has not the full advantages of either a country or a city location. But as the city extends it will undoubtedly enclose the college grounds and make the property and location extremely valuable.

THROOP COLLEGE OF TECHNOLOGY

A fourth institution, differing from all of the other three, is the Throop College of Technology, located in Pasadena. Originally founded as Throop Polytechnic Institute, it was the first Polytechnic Institution of secondary grade in the West, and the first school to offer training to teachers of the household, industrial and fine arts. In 1910 this work was abandoned altogether and a complete reorganization was made, emphasis being placed upon engineering. The 650 students in attendance were reduced to 27, which was the enrollment for the first year on the new campus in 1910. In the three years following 1910 the attendance increased from 27 to 57, standards as high as those of the Massachusetts Institute of Technology being enforced. The gift of the new campus, the erection of large buildings, and additions to the endowment, began the rapid growth of the new college. As the bulletins of the school state, here in California the need for technical education and the opportunity for using it are very great. The idea emphasized by Throop is to make its engineering school broad and liberal in general culture as well as to perfect its technical training, to develop men capable of conceiving of vast projects as well as capable of executing them. The institution has large plans in regard to co-operation in music, art, literature, planning for the erection of a large auditorium, art gallery, public lectures of an inspiring character, and in every way to expand the student's vision and to effect a broad scheme of education.

OTHER INSTITUTIONS

The University of Redlands with about 150 students, Nazarene University with about 70, Whittier College with over 100, are all types of small Christian colleges looking forward to large endowment, better buildings, and wider spheres of service. The limits of this article prohibit a full discussion of these institutions.

Thus Southern California is supporting well-developed colleges of different types and a student can easily find his own special need met in one or the other of them.



THIS IS THE TIME

EDWARD HYATT

THIS year is the fitting time for the schools to observe Peace Day and for the teachers to emphasize the blessings of Peace.

The sheltered and happy women of America who can read and understand are getting vivid intuitions from the echoes of the European war that affright their ears. Their own homes and their own children look so safe, so happy! Other women, other children no better, no more deserving, no less innocent, are hungry, helpless, homeless, and are the victims of every brutal stranger who comes along! These American mothers are getting it into their hearts to pray and preach Peace into their children until it becomes a part of them from time to eternity. The schools do well to supply extra fuel for these mothers and to help fan the flames.

The State Department of Education is co-operating with the Riverside Peace Society in endeavoring to have every school in the State celebrate Peace Day in a fitting manner before the close of the present term. May 18th is the official day, and all schools closing before that are to make Peace a part of the closing exercises on the last day of school.

A bulletin is being sent out from the state capital to the superintendents and teachers, giving a sample program and suggesting the formation of a local peace society in each school. A beautiful silk flag, 30 by 40 inches in size, framed under glass for a school room decoration, is offered all schools at a wholesale rate. Ways are provided for securing further literature, instructions and helps for organizing societies and for getting observance of the day.

Now, while Peace is so conspicuously absent, is the time to work. There is a future coming and our country will have important work to do, work that needs the wisdom and the sentiments of Peace in the hearts of our people.

THE SPIRIT OF A HIGH SCHOOL

(Excerpt from a speech in dedication of the Armijo Union High School, Fairfield, by Irving Passmore, Principal. Sent in by President Allison Ware of the State Normal School, Chico, who heard the address and wanted to spread the doctrine. In Passmore's words this address "sets forth a true ideal for high school administration in the matter of character-building and moral training." The article is of importance to high school teachers especially, not because reference is made to a particular school, but because it is suggestive of the spirit and purpose that should animate the training of our young men and women.—Ed.)

IRVING PASSMORE

Principal Armijo Union High School

NOW that I have a principal's rare opportunity to meet with a majority of his patrons, I shall partially lay aside the proprieties of the Dedication and discuss some of the local problems of the school management and control here.

The problem of high school discipline has more than a superficial significance because it is from the seed of discipline that morality is grown, and because the moral influence of a school is its most vital function. The world has need of good,—not "goody",—men and women, much more than it has need of mere intelligence for its own sake. As Uncle Eben says, "De value of an education is de same as de value of a razor. It depends on what you gwine take a notion to do wif it." A successful and important feature of the improvement in discipline at Armijo is not so much that the pupils are better behaved, though the change in that respect is something considerable, but that the conduct is coming to be self-moved. It is a change from a discipline of suppression to a discipline of expression,—from a discipline having its source from without to one having the main-spring of its action from within; and to any one who thinks anything about the motives of human activity at all, this has all the significance in the world.

In line with the doctrine of self-control, let me suggest how we may all cooperate toward its further advance. When things in the community go wrong, we should hesitate to charge it up to the high school students first off, even when some one of them might possibly have been the occasion. We all do better when we enjoy the benefit of public approval, and we should be building better by giving the students a good name when we may safely do this. There are no longer any malicious depredations in our high school itself. Protection in wrongdoing by secret agreement of pupils among themselves has ceased. Hazing is dead and gone.

Not only negatively, but also in a positive way the conduct has improved. If an accident now happens to school property by the hand of any one, whether through natural youthful folly or without fault,—for example, the breaking of a window glass,—I need scarcely mention it at all to get a full report. In three out of the last four instances of broken glass, the students in misfortune came to me voluntarily, even before I was aware of the damage, and reported it, showing themselves ready to do

what was right about it. In the fourth instance a group of boys saw to it that it was reported.

Once our students argued that it is right to cheat in examinations if they could do it without getting caught. Today the great majority of pupils are devoted to the principle of "honor work". There are many classes with whom one may leave a set of questions and walk away, confident that they will be worked out just as faithfully in his absence as if the teacher were present the whole time. One girl recently requested the withholding of her credit, already earned, because she wished to improve the quality of her work. The school has asked for, been granted, and since coming into the new building, successfully carried out a partial system of self-government. It is a good sign that while the students were ambitious to attain this, they have been conservative enough not to wish to undertake more than they could do well.

In-as-much as the difficulties encountered in government are the usual stumbling blocks to the maintenance of permanent and consistent control, and since so much depends upon it in the building up of a school, it were better if the principles that govern here were more generally understood. The system in vogue in the Armijo Union High School is, by description, broad and liberal in its point of view. There is nothing here so stiff and rigid as a set of conduct rules. We act under civil rather than military law. There is no "chalk line". The students find their liberties enlarged in such measure as they lend themselves to their own best interests and to the good of the school. If a pupil "goes wrong" he is considered to have "jumped the track";—that is all. But if our discipline is kind, it is also firm and, in its application, uniform. Once "off the track" it is the student's own individual task to get back on again, and he must first be brought to realize that he is off before he can set about intelligently to restore himself and get on. A corrective penalty must be assigned, by the student himself if it is possible for it to be so, which is the direct, natural outgrowth of the fault it is set against. Here is where the great opportunity for moral training comes in. And here is where an interested parent can cooperate to the best advantage by taking a supporting, or at least a neutral stand. An opposing course not only makes the pupil's task of readjustment more difficult, but it may do his character incalculable harm.

No one can overestimate the value, measured either in moral efficiency or in an individual's life success, of rendering obedience as a matter of principle to those to whom obedience is due. The lesson of obedience is a difficult one to learn, especially for the wilful, but all must learn it if they would have a character that is capable and sound. It is well known that no one who has not acquired the grace and strength of character to

yield a cheerful and ready obedience to the authority to which obedience belongs is ever fitted to be placed in a position of command.

Sometimes we may have seemed to over-emphasize the importance of some apparently trifling offence. Let us remember that a straw can indicate the direction of the wind as well as the giant oak. In the cultivation of a commendable attitude toward the affairs of life, it is essential that we take account of the direction of development as well as the amount, for what the direction portends. Whatever we have done has in no instance been retributive, but always it has been done for the sake of your school or your child. Generally it would have been much easier, in slight offences, to "do the other thing", as well as pleasanter and safer. "Easier", unless it mattered to one whether the children placed in his charge grew up to be stronger men and women, better citizens of the United States, and members of greater social usefulness to the world they live in. It has been my sincerest aim and dearest hope that while we were building a building beautiful without, with a beauty to look upon, we might also build it beautiful within, with a beauty in the lives of the children. This we can do, with your help and cooperation.

STRENGTHEN OUR ORGANIZATION

ARTHUR E. PAINE

Principal High School, Huntington Beach

WE TEACHERS of California take pride in our form of organization. We find that other states are studying it and adapting it to their own needs. This is the highest compliment that can be paid to any system. Therefore we may be very sure that we have something that is really good.

But there are features in our organization that may be improved, and, in fact, must be improved if the California Teachers' Association is to have the permanence we desire. That there is need to be on our guard is well illustrated by the fate of all great and good organizations of past ages. Even Greece and Rome fell. It was not because they were not great and powerful but it was because of a disintegrating force which was not properly controlled,

Disintegrating forces exist in every organization and particularly in a teachers' organization, where the yearly change of personnel is so great. It takes the average teacher a year or more to "learn the ropes" and many do not stay in the profession long enough to learn the plan and purpose of the association. Many teachers lack interest in the general welfare of the

profession. Some do not join the association, while others come into the organization only because they fear to do otherwise.

While every teacher has a right to be a member and is supposed to express her preference in the choice of officers of the association and in the determination of its policy, the exercise of these privileges is limited greatly by the form of organization. No adequate method is provided whereby the great majority may participate actively. In other words, we, like ancient Greece, have the form of a democracy without its actuality.

In a body of people so intelligent and well informed on methods of organization as are the membership of any teachers' organization, opportunity should be afforded for full participation in the initiation of measures and policies as well as in naming the officers. Until we supply that opportunity we shall never have the power we should have as an organization. At present we have the strength of numbers but do not have the enthusiastic support that we might have.

My thought is that this weakness can and should be remedied. If every county institute and every city institute were organized as a branch of the association and called upon to elect delegates to represent its portion of the membership in a governing body controlling the affairs of the association, every teacher would feel a greater interest in what is done. As it is, we have nominating committees and resolutions committees appointed without any direct action by the teachers themselves. These committees exercise much power. Usually their recommendations are accepted with little discussion. Of course there are times when resolutions or nominations can be put through contrary to the report of a committee, but it always means a disagreeable fight, and unless feeling runs high is seldom attempted. If the teachers know that they have elected the members of these committees they are likely to feel better satisfied with the reports.

But even this is not enough. The reports of these committees should be made public at the beginning of the association meeting and it should be possible, by petition, to place on the ballot the name of any candidate or the text of any resolution desired by a considerable percentage of the membership. Then, if the resolution or candidate is defeated the committee cannot be blamed, for the committee could not keep them off as has been done frequently in the case of resolutions proposed even by combined city and county institutes.

Cities and states have adopted reforms in government embodying the ideas here suggested, and have secured good results. An organization of teachers could employ these methods with much greater success.

In all probability the adoption of such a plan would not cause the retirement of any of our leaders, certainly not of many. And it would

assure to them a support much stronger than they can possibly have under our present system.

Moreover, in such a large body as the California Teachers' Association, Southern Section, there should be adequate means provided for any considerable number of members to present their views or their candidates without seeming to antagonize those in power.

Let me remind the reader that the power of any organization lies in the enthusiastic support given it by its members. That support can best be assured by providing adequate means for full participation in the affairs of the organization. Such means have never been provided by our organization and it will not stand in a crisis unless the provision is made. And even so long as it does stand under existing conditions it will not have the power that it might have if full and free participation is secured.

COUNTY BOARD EXAMINATION

J. E. WILLIAMS

Principal High School, Middletown

A CERTAIN eighth grade class, under the instruction of a competent and experienced principal, had passed through the lower grades under very favorable circumstances. According to the estimate of the principal as to the class standing and capacity of these pupils, and in conformity with the records and reports of different members of the class, a certain girl, Miss R, had a high standing in her studies and was a most promising student for High School the following year. There were also in this class, by sufferance, three or four boys, who, according to their yearly records, and in the judgment of both their teacher and classmates, were wholly unfitted to undertake High School work.

At the close of the term, the entire class—good and bad— were turned over to the County Board for examination. Two of the group of boys just mentioned—the weakest in the class—passed. Miss R—one of the very best in the class—failed and was refused a diploma, although she was unquestionably entitled to graduation. Humiliated, crushed in spirit, almost heart-broken, this girl went out to work and never entered High School. Of all the crimes committed in that county this was one of the worst. And done in the name of Education!

The members of that Board of Education were conscientious men and women, as well qualified to hold examinations as any other County Board in the State. The blame for this injustice does not rest upon them as individuals, but upon a pernicious system which they represented. In every county in the State of California where promotions are determined

by County Board examinations, each year just such injustice and crime is perpetrated; for promotions never have been and never can be justly determined by such means.

Another criminal aspect of County Board examinations, and the one to which Miss R's failure was probably due, is the fear and mental anguish which many sensitive children suffer for weeks before and during this ordeal. If a driver should inflict as much pain with lash or cudgel upon a balky mule, as many a nervous, timid, innocent child is made to suffer by these examinations, he would be arrested by an officer of the humane society and put on trial for "cruelty to animals."

It is a matter of common knowledge that many teachers throughout the State are at this time coaching their pupils to "pass the County Board examination," without regard to the pupils' fitness for promotion or graduation. Many pupils whom their teachers would not certify as fit for promotion will come before the County Boards, loaded and primed for examination. Some of these will pass. So by "hook or crook" and good luck, unprepared, undeserving pupils are passed on while more deserving but less "lucky" ones are kept back. In this way the moral standards of both teachers and pupils are lowered.

This whole cramming process is a cheat and a fraud. It perverts study, dulls moral perception, and encourages dishonesty in teachers and pupils. As a result of these conditions many pupils enter High School with credentials of proficiency, with certificates, oftentimes of high grade, who were unable to do even fairly good work in the Grammar School and who are not at all able to do High School work—without power, or training, or proper habits of study. And it is sometimes difficult, even in the presence of failure, to cause these pupils to realize their weakness and unfitness; for so great is their abiding faith in the infallibility of County Board examinations that they think "Average 96%" marked on their certificates in some inscrutable way is a true index to their knowledge and ability.

Any doubters are referred to Job Wood's tabulated statements in regard to graduates of Grammar Schools for 1914, in the January number of the *Sierra Educational News*. This table shows that the average percentage of pupils graduated from the eighth grade in twenty-nine counties of the State was only 54 per cent! And that the average percentages ranged in the different counties of the State from 21 per cent to 97 per cent!! By a comparison of counties with very nearly equal numbers of eighth grade pupils, how does it happen ("happen" is the right word) that only 22 per cent of the eighth grade passed in Lassen County, while 80 per cent passed in Lake County; or that only 36 per cent passed

in Glenn, when 85 per cent passed in Mendocino; or that 54 per cent passed in Kings, while 96 per cent passed in Napa?

Can this great difference of averages be attributed to a difference in ability of teachers; or to different racial or social conditions producing a different class of pupils? It is due rather to different standards (?) maintained by different County Boards resulting in no State standard at all—a haphazard, slipshod, clique-controlled system, fundamentally wrong in principle and impossible of being corrected except by being abolished.

Every well-known educator for the past thirty years has denounced and condemned the practice of determining promotion by examinations and no prominent educator of today would hazard his reputation by countenancing the practice for a moment. The present disapproval of the practice is more universal and pronounced than ever before. W. Scott Thomas, High School examiner for California, in a recent pamphlet discussing a simplified method of admission to the University, makes the following statements:

"It would seem to be an almost self-evident proposition that High School teachers who have been in daily contact with the candidate for admission (to college) for a period of from one to four years must inevitably know more of the individual's fitness to do college work * * * * * than the University could ever even hope to know after whatever possible number of examination tests." "The school which has trained the pupil for his college work is the only proper judge of his fitness to go to college, and that school should accordingly, be held wholly responsible for the decision of this matter."

What Mr. Thomas says with reference to responsibility for admission to college and the futility of examinations, has even greater force when applied to County Board examinations of mere children in the grades for promotion and admission to High School. He says further very pertinently:

"Success in college depends mainly upon health, natural ability, character, intelligence, and purpose; and these are the very qualities whose presence formal college entrance examinations in specific subjects are powerless to reveal."

Can anyone imagine that these qualities are revealed by County Board examinations of Seventh and Eighth grade pupils, when they cannot be revealed by the examinations of applicants at college? To support these statements Prof. Thomas quotes Prof. Thorndike of Columbia University, who made careful observation for a term of years upon students admitted by examination to Columbia University:

"The important facts concerning the relationship of success in examinations to success in college work prove that we cannot estimate the latter from the former with enough accuracy to make the entrance examinations

worth taking or to prevent gross and intolerable injustice being done to many individuals." "It is a moral atrocity to decide the fitness of an individual for college by a system, which, when required to work to a moderate degree of accuracy is wrong forty-seven times out of fifty!"

If the examination of young men and women for admission to college is a "moral atrocity" and results in "gross and intolerable injustice", what shall we say in reference to County Board examinations of children in the Seventh and Eighth Grades?

Prof. Thorndike further says:

"A sagacious tutor can get a hundred boys into college (by examinations) not one of whom he would be willing to certify as fit to succeed there." Does not the present system of County Board examinations make "sagacious teachers?" Yea, verily!

It is scarcely conceivable that a tradition so universally condemned and generally discarded should still hold its withered hand upon the school system of any free commonwealth; that this "fetish" of examinations should still have so many "worshippers" in the great State of California.

OUTLINE FOR RURAL SCHOOL PLAYGROUNDS IN OREGON

MARI RUEF HOFER

Improved Grounds: Fences, wire, rustic, Japanese. Hedges, different kinds, vines. Gardens, vegetable, flower, tree planting. Shelters, combine workshop and play space (boys and girls). Outhouses, screen with vines and lattice. Paths, sand, gravel, cement. Pump, bird fountain.

Playground Equipment, Home-made Apparatus: Sand box, slide, see-saw, teeter board, merry-go-round, giant stride, horizontal bar, horizontal ladder, trapeze (how to make), swings, wire, ropes, poles, etc.

Activities for Playgrounds, In and Out Door Games: See Oregon Recreation Manual. Playground Course, Hofer. Discussion, Grading Games and School Room Practice.

Athletics and Out Door Sports: Ball games, young children, for practice in throwing, catching, batting (see Playground Course). Baseball, football, basket ball, etc. Racing, tests, short distance, fun races. Jumping, pole vaulting, hurdle. Greek Pentathlon, trying out victor. Athletic League, etc.

Occasions for Festivals, Entertainments, Pageants: Season's Festivals, Thanksgiving, Christmas, May Day. National Holidays, July 4th, Labor Day, Columbus Day, Washington's and Lincoln's Birthdays. General, Commencement Events, County Track Meets, County Fairs, Arbor Day, School Improvement, County Institute Lectures.

A DAY AT THE EXPOSITION

ARDEE PARSONS

A DAY at the Panama-Pacific International Exposition has wonderful possibilities. A vast amount of material for education and amusement lies before the visitor. It takes, however, some planning and selection to get into the full swing of it and to derive the most for the time and energy expended.

Let us plan a single day at the Exposition touching merely a few points of distinctive interest. We will assume you have arrived safely in the Exposition City, and are comfortably located in one of our many hotels. Just a word, by the way, as to our hotels. An unkind, pessimistic whirlwind has been "held-up" at one of these hotels. He has, in consequence, sent wild reports through the country concerning our exorbitant hotel rates. It may be that in spots great demand gives rise to high prices, but San Francisco is full of small hotels, modern, new and convenient. There is no need to pay exorbitant rates for hotel accommodations or for meals.

Leaving the hotel, you will find there are a number of ways to reach the Exposition grounds. The City of San Francisco maintains a municipal street car system which has direct service on two lines, car "D" up Geary Street from "Newspaper Corner of the many flower stands," being the most handy. Or one may step across "Lotta's Fountain Square" and read the sign "Exposition" on the cars. Then, too, there are jitneys with the ever welcome sign, "Exposition 10c," and the Exposition Motor Car Company, with their double-deck system of buses. Those who live in Oakland or the trans-bay cities may travel on a direct ferry leaving the Key Route pier at stated intervals and landing at the Exposition grounds.

Let us have breakfast in the grounds. A charming place to eat in the early morning sunshine is at the cafe by the Lagoon, where one eats in the open air; or at a garden inn—small characteristic eating places among the lawns surrounding the exhibit palaces.

If you are an energetic walker and have left uncomfortable shoes at home, you are well fitted for a day's jaunt. For those who care to be less strenuous there is a choice of transportation methods within the grounds; the automobile trains that skirt the enclosure, miniature trains which travel down the water front, chairs controlled by youths on bicycles, electric chairs, and chairs navigated by energetic pedestrians.

There are any number of features to entertain one in the main exhibit palaces, from exhibits and displays to extensive motion picture films. Probably one of the greatest factors of the Exposition is the millions of feet of motion pictures.

The music at the Exposition alone deserves many pages of description.

The greater part of it centralizes itself in Festival Hall, but open air concerts, under the direction of world-famous artists are given two and three times daily. The Illinois Building contains an excellent organ for Sunday recitals to greet the people. Native Hawaiian music is given in the charming Hawaiian Building, and the Philippine Commission and other foreign delegations offer their native music. To the music-lover there is a world of material over which to study and to dream.

The Zone contains a great variety of entertainments, open from 10 in the morning until 11 at night. Not only are amusements found here, but some of the best eating places. Surely no trip would be complete without dining at "Old Faithful," where music is furnished by a band of fifty pieces, directed by Creatore or Max Bendix.

The Inside Inn, whose cafe overlooks Administration Avenue, is a very delightful place. From the windows one gazes across the lagoon with its mirrored Fine Arts Building to the California Building, with its massive statue of Father Junipero Serra in its prominent place of honor at the front of the building. To go to the Inside Inn is a joy; to rest here is repose; to live here is economical luxury.

This reminds us that for wholesome variety the Food Products Building offers the greatest. A typical scene, aside from the usual one of the line of "samplers" who crowd around the neat demonstrators, is a family party, with lunch in a paper carton, eating in one of the many places where tea, coffee or chocolate is served. Many families send their lunches out by early mail to the Exposition Postoffice in the Mines Building, call for them at the General Delivery window near noon, and thus do away with the tediousness of lugging the lunch. Progressive lunches are in vogue also. The scone in one place, a sandwich in another, potato chips in a third, and a beverage in a fourth, may seem "sweetness long drawn out," but is oft indulged in, nevertheless.

A number of the state and foreign buildings make arrangements for luncheons, which many times in the foreign building are served by girls in their native costumes. Everywhere hospitality and consideration prevail.

The Y. W. C. A. Building at the Scott Street entrance is one of the most hospitable homes on the grounds. Rest, music, reading, and a cafeteria open to men and women alike, contribute to its efficiency.

To please the ever dancing folk of the day, there are the dansants every afternoon in the ballroom of the California Building, with its most perfect of floors. This Host Section has been furnished and maintained through the loyal efforts of California women under the able leadership of Mrs. Helen G. Sanborn. The State Buildings announce formal and informal affairs in alarming rapidity for one who attempts to keep a cal-

endar, but each draws the Exposition guest into closer bonds of friendship.

Nearly every afternoon sees a special feature on the ground, polo, track events, Art Smith in his marvelously reckless aviating, and program numbers of special days. Then, too, there is the Battleship Oregon in the harbor, and a string of launches await the pleasure of the visitors who care to take a pleasure jaunt around the beautiful Bay.

A corps of efficient trim-clad guards are always at hand to answer necessary questions, restore lost children, call the ambulance service when needed, and act as a general peace-installing agency. The ambulance service deals directly with the Model Emergency Hospital on the ground, where every day medical attention is given.

In the evenings the lights are turned on gradually. As daylight fades, the night illuminations come gradually on. This is the wonder of the Exposition. Picture for yourself a series of buildings and towers standing out distinctly against a California sky. Each one of the marvelous colors of the day becomes more marvelous by night. The shimmering, suspended jewels glisten like rainbows, yet no electric globe is visible. The system is the most complete display of indirect lighting ever known. Each crevice and cornice has a distinct feature of its own. Electric headlights focus their rays on architectural features. In the Court of Abundance burn large flames of gas from the mouths of snakes, giving a weird effect. These border a center fountain of figures supporting a globe, around which, instead of the flow of water, issue regular spouts of steam from hidden sources. Coupled with silence, these features and the mass of pink flowers in this most ornamented court of the Exposition, produce the logical resting place for repose and thought.

The fireworks are distinctly new. Twenty-four colored scintillators play through balls of steam, sent up from a captive engine at the Yacht Harbor. Even elaborate skyrockets which have long been the historic events of Fourth of July, become transformed beneath colored lights thrown high into the sky. Somehow we always think of fireworks as time for admirational exclamations. It is impressive to sit among the thirty or forty thousand people gathered on the Marina at the close of day. Hardly a word is spoken above a hushed whisper. Here we see mob mind completely enthralled by beauty. Nor is it the fireworks alone that arouse that feeling. The lighting engenders emotion akin to awe when one realizes that the genius of one man made it possible; the color scheme; to think that again a genius should come forth and show us where beauty can be displayed by color; the gardens with the tribute to master man's handiwork; and the entire Exposition to the endeavor and energy of California's enterprising people.

SCHOOL LEGISLATION

E. MORRIS COX

President, Council of Education

BEFORE this "News" reaches its readers, the Legislature will have adjourned. At this writing, it is impossible to give a complete review of school legislation that has been enacted. Of the measures put forward by the Council, nearly all will meet with approval.

The bills relating to "School Holidays," "City Library Funds," "Vocational Education," "Intermediate Schools," "Rural School Supervision," "Convention of High School Principals," and "Certification of Teachers" have already received the approval of both Houses.

The bills relating to the "Payment of Salaries" and the financial measures alone of the Council measures are yet pending. Undoubtedly these will be approved before adjournment takes place.

The financial measures include:

- (a) A county high school tax of \$60.00 per pupil.
- (b) A maximum district tax rate of 10 cents for kindergartens.
- (c) A maximum district tax rate of 15 cents for building purposes.
- (d) An increase in the state school fund from \$13.00 to \$15.00 per pupil.

With the exception of "d" these provisions comply with the Council recommendations, and "d", which will nearly make up for the lost poll tax (the Council asked for not less than \$16.00) is the greatest victory, for at the beginning of the session it seemed to be hopeless to expect any increase in the state funds.

A complete review of school legislation will be given in the June "News."

BAY SECTION MEETING, C. T. A.

Arthur H. Chamberlain

The annual meeting of the Bay Section, C. T. A., was held in San Francisco the week of April 5th. Fourteen counties met in conjunction with the Bay Section: Alameda, Amador, Contra Costa, Madera, Marin, Mendocino, Merced, Placer, San Benito, San Francisco, Santa Clara, Sonoma, Stanislaus and Sutter. Thus were brought together nearly 6000 teachers to take advantage, not only of the splendid program arranged but to visit the Exposition and study the exhibits.

The general sessions were held in the big new Municipal Auditorium. These were the first meetings held in this building, and while as to location, size and architectural beauty, it is everything that could be desired, the teachers were much disappointed in their fruitless efforts to hear the speakers. At the close of the first day's program, an effort was made to improve the acoustic properties. The smaller rooms on either side of the large assembly were found almost as poorly adapted to the purposes of platform work as was the larger hall, although President Minnie Coulter and Secretary A. J. Cloud worked unceasingly to make arrangements that should prove satisfactory to all.

The speakers upon the general sessions brought messages that would gladly have been heard by everyone. Dr. Charles H. Judd, Director of the School of Education, of the University of Chicago, who had delighted and instructed his hearers at the recent Southern Section meeting, was at his best. His lectures on "Cultivation of Initiative in Students" and "Teaching Pupils How to Study," were scholarly and understandable. Miss Mary Antin, author of "The Promised Land," brought a message on the duty of all Americans toward "They Who Knock at Our Gates," that everyone enjoyed. Miss Antin is a speaker of real power. President Wm. T. Foster, of Reed College, Portland, in his address, "Professional Spirit Among Teachers"; Dr. Wm. T. Bawden, Specialist in Industrial Education, the United States Bureau of Education, in his discussion of "The Importance of Manual Activities in Education"; and Miss Mae Schreiber, Boston, in her topic, "Let Us Reason Together," all showed our local people that indeed the outside world has much to offer in the way of inspiration and real knowledge. John Kendrick Bangs, the humorist, brought to his hearers at first hand much of the joy of life that one gets in reading "A House-boat on the Styx" and "The Genial Idiot." Dr. David Starr Jordan discussed, as perhaps no other living man can, "The War and Its Lessons," while President Benjamin Ide Wheeler, in speaking upon "The Education of the Common Man," was at his best. E. Morris Cox presented something of the work of the Council of Education and spoke of the coming meeting of the National Education Association.

The Advisory Committee of the Bay Section, under the leadership of Superintendent D. R. Jones, presented a program on School Legislation now pending. Those who participated were State Commissioners Will C. Wood and Edward R. Snyder, Superintendent James B. Davidson, of Marin County, President E. Morris Cox and others.

Robert E. Lee presided at the Elementary Department, where Mary Antin told "How to Get the Most Out of Foreigners in the Public School," and Dr. Alexis F. Lange spoke in his keen and epigrammatic fashion, of the Schools of Munich, which last year he studied so thoroughly. Before this department also Dr. Edward P. Cubberley discussed some of our fundamental rural school problems, and Miss Mae Schreiber, "Essentials in English." Supt. Horace M. Rebok, of Santa Monica, spoke on "Changes and Principles in Administration," with applications to the present situation in California and the possibilities of legislation at this time.

The High School Department had two meetings. The President, C. L. Biedenbach, introduced President Foster, who spoke on "Athletics as Education and Athletics as Business"; Mrs. Susan M. Dorsey, Asst. Supt. of Schools, Los Angeles, in her topic, "Our Girls and the High School," showed herself to be a close student of the problems of the High School and with a thorough understanding of the High School period as applied to girls; Miss Vera M. Percival, of Berkeley, had as her topic, "The Advisory System"; P. M. Fisher spoke upon "Faculty Control versus Student Control in the High School"; and Dr. Judd upon "Secondary Education in America and in European Countries."

Several short addresses and reports were made at the meeting of the California Federation of School Women's Clubs, with Miss Mary M. Fitz-Gerald in the chair. The President introduced Mary Antin, who spoke upon "Personal Reminiscences"; Mrs. Dorsey, who took as her topic, "Equal Opportunities for Women Teachers in Our Public School Service"; Miss Agnes E. Howe, who presented a timely paper upon "Standardization of Janitorial Service in Public Schools"; and Dr. Margaret Schallenberger, whose topic was "The Educational Value of Humor." Reports were received from Dr. Anna M. Nicholson, representing the Travelers' Aid Committee, and Miss Ethelind M. Bonney, Report of the 1915 Congress Committee.

Before the Association of Applied Arts and Sciences, there were addresses given by Dr. Bawden, Dr. Snyder, Dr. A. A. D'Ancona of the San Francisco Board of Education, J. W. Mullen, Editor of "Labor Clarion," San Francisco; P. M. Fisher, Arthur H. Chamberlain, Chas. H. Jacobs, Wm. Elzinger, and Dr. R. G. Boone. James E. Addicott presided at the session.

At the Joint Meeting of the California Association of Teachers of English and the English Section of the C. T. A., Miss Grace Henley, President, presented Prof. S. S. Seward, Jr., of Stanford. His topic, "How Can the Teaching of Composition Be Vitalized," was followed by discussion, and later by an address on "The Spirit of Modern Literature" by Rev. C. S. S. Dutton, of San Francisco. Another session of the California Association of Teachers of English, with President Emma J. Breck in the chair, listened to "Recommendations on a High School Course in Literature" prepared by a joint committee and presented by Prof. Chauncey Wells, University of California. The Report of the Committee on "Oral Expression in the Schools" was presented by Lucia Mirrieless, of Oakland High School, whose topic was a "General Course in Oral English"; Helen L. Crandall, Oakland Technical High School, "High School Dramatics"; Talcott Williamson, Oakland Technical High School, "Suggestions for a Course in Public Speaking."

The Business and Commercial Section, Geo. H. Eberhard, of the Eberhard Company, considered "The Relation Between the Commercial Schools and the Business World" from the point of view of the business man, while N. O. Shibley, of the Oakland Technical High School, presented the teacher's point of view of this subject. "An Interpretation of Vocational Education" was the subject of an address by Supt. Rebok, of Santa Monica, and "Business as a Profession" by Dean Wm. A. Scott, School of Commerce, University of Wisconsin. Chas. H. McGee, Asst. Director of Education for the Philippines, spoke upon "Development of Commercial Interest in the Philippine Islands," while Mr. Clyde Blanchard, Principal of the Standard Commercial School, Palace of Education, Exposition grounds, spoke upon "Demonstrations of Office Practice and Training." Chas. H. Murphy presided.

In the Classical Section, the topic of "Latin Composition from the Point of View of a College Instructor," was presented by Dr. H. C. Nutting, University of California, while Miss Clayes, of the Berkeley High School, spoke upon "Ten Minutes with Note Books," and Dr. H. W. Prescott, University of California, upon "The Odessey and the Aeneid." Miss Margaret Webb presided at this meeting.

The Manual Arts Section, Chas. H. Jacobs, President, toured the Exposition grounds under the direction of Prof. Robert J. Harshe, in a study of exhibits, particularly those of Applied Arts and the exterior architectural features of the Exposition, much time being spent in the Palace of Education. The Fine Arts Section, with Laura E. Marshall, President, and the Home Economic Section, Mrs. L. W. Robbins, President, joined with the Manual Arts Section.

The report of a committee appointed to suggest improvements in the teaching of Geography was presented and discussed before the Geography Section, where Roy E. Dickerson occupied the chair. The Elementary School problem was considered by J. A. Imrie and H. W. Fairbanks, with discussion on Geography in the High School by G. C. Barton and Miss Mabel Sharpe. Prof. R. S. Holway spoke on "Training of Geography Teachers," and Dr. H. W. Fairbanks on "Organization of an Association of Geography Teachers."

The "Recent Progress in German in Intermediate and Secondary

Schools of the Bay Counties," with particular reference to San Francisco, was considered by Dr. I. C. Hatch, of the Polytechnic High School, San Francisco; Prof. H. K. Schilling, University of California, spoke upon "German in Intermediate Schools"; and Prof. W. A. Cooper, of Stanford, on "The Direct Method of Teaching German in Our Secondary Schools." Anna M. Tietjen was chairman.

At the History Section, Mrs. Elizabeth Madison, Librarian of the Oakland High School, had as her topic, "What the School Library Can Do for the History Department." Pres. J. D. Sutton next introduced Prof. Percy A. Martin, of Stanford, who spoke on "The Historical Collections of Stanford University," followed by H. I. Priestly, Asst. Curator Bancroft Library, upon the Bancroft Collection—University of California. The subject of "California Place Names" was discussed by Mrs. Belle Sanchez.

E. Morris Cox, in speaking before the Kindergarten Section, had as his topic, "The Kindergarten in Relation to the Public Schools." He was followed in an address by Miss Grace Fulmer, Supervisor of Kindergartens and Primary Grades, Los Angeles, Miss Schreiber and Dr. Judd. The President of the Department was Miss Anna Stovall.

At the Mathematics Section, Geo. B. Miller, President Cogswell Polytechnic College, presented the subject of "A Four Years' Course in Mathematics." This was discussed by Dr. H. N. Wright, University of California. "A Two Years' Course in Mathematics for Engineering Students," presented by H. C. Ingham, was discussed by Wm. F. Martin. The chairman of the meeting was Miss Lucile Hewett.

A new feature in Educational Meetings was that on Motion Pictures. Geo. W. Frick, President of the Motion Picture Section, prepared an interesting and instructive display of educational films, this covering the work of the County Library throughout the state and of school activities and educational features in Alameda County. These pictures were shown during the noon period each day, and were accompanied by a lecture by Mr. Archie Rice.

The "Propagation of Suitable Plants for Home and School Gardens," and "Planting Schemes for Rural and City Schools," were topics presented by Albert R. Gould, of the Morse Seed So., and Prof. Gregg, of the University of California. Chairman C. A. Stebbins also provided for an excursion of the Exposition grounds under proper guidance.

Dr. David Starr Jordan presided at a meeting of the Peace Section, where Edward Berwick, of Pacific Grove, Mrs. May Wright Sewall and the chairman made addresses.

The program of the Physical Training and Recreation Section included addresses on The Certification and Training of Physical Training and Recreation Teachers, by Commissioner Will C. Wood; The Organization of a Department of Hygiene in a College, by Amy Morris Homans, of Wellesley College; The Application of the Paper to the Needs of the Public Schools, by Signe Hagelthorn, of the Oakland Public Schools, and Graham Moody, of the Berkeley High School; The Place of First Aid Work, by Eustace M. Piexotto; The Place of the School House in the Social Life of the Community, by Edward B. de Groot. Discussion was indulged in by F. L. Kleeberger, University of California, Mrs. May L. Cheeney, Geo. E. Dickie, of Oakland, and A. M. Haggarty, San Francisco. There were various demonstrations given by students of the San Francisco, Berkeley and Oakland schools.

The Physics and Chemistry Section, under the leadership of B. A. Perkins, offered an attractive program, and the Romanic Language Section, directed by Prof. G. Chinard, presented as speakers, Prof. R. Scherill and Prof. Chinard, of the University of California, Prof. John-

ston, of Stanford, and various of the French Commission to the Exposition and Foreign Consuls. All addresses were in French and Spanish.

On Saturday, California Council of Education Day was observed, notice of which was given in the April issue of the News.

Music and Entertainment

Herman F. Owen presided at the Music Section. Those taking part in the discussion were Prof. Sholz, of the University of California, Herman Perlet, Conductor of the People's Philharmonic Orchestra, San Francisco, Commissioner Will C. Wood, and Mrs. Gertrude B. Parsons. There was a concert in Festival Hall, Exposition grounds, by the High School Orchestra of Oakland, with Glenn H. Woods as Director of Music and Herman Trutner, Supervisor of Bands and Orchestras.

At the Association Banquet, the speakers were Dr. Jordan, Dr. Judd, Arthur H. Chamberlain and John Kendrick Bangs. Miss Coulter presided.

Other banquets and luncheons during the week of the Association meeting, included the San Jose Normal Men's Club, Teachers College Alumni Association, State Federation of School Women's Clubs, Schoolmasters' Club, San Jose Normal Alumni Association, Association of Applied Arts and Sciences.

A. J. Cloud was elected President, and W. L. Glasscock, Secretary of the Bay Section for 1916.

THE FIRST ANNUAL TRACK AND FIELD MEET

By GRAHAM B. MOODY

The California Interscholastic Federation held its initial track and field meet in Fresno on Saturday, April 3, 1915. The meet was in every way a success, and proved decisively that the secondary schools of California are competent to handle their own athletic contests.

The meet was held at the old race course, and we feel sure that there is not anywhere in this state a better track than this one. As some of the old athletes, now grave teachers, remarked there was a noticeable "kick" to the track. This accounts largely for the remarkable records made by House of Riverside in the low hurdles and Conn of Pasadena in the quarter mile. Weather conditions were ideal, that day being warm and quiet, but not hot enough to exhaust the athletes. Everything combined to make the boys do their best.

Much credit is due Mr. Simons of Visalia for the excellent manner in which he managed the entire affair. Every detail had been attended to before the day of the meet. There was no commotion whatever.

The state organization has proved itself a necessary and desirable body; it is fulfilling the purpose for which it was started. But, in the writer's opinion, the meet at Fresno was not complete—there was something lacking. And this something was the presence of athletes outside of the unlimited division. It is fine to bring together our young champions from all over the State, and to break world's records. But we should give more of the boys an opportunity to take part in these meets. If the 110-lb. and 125-lb. divisions were recognized in the state meet, there would be greater incentive for the smaller boys, who can never hope to beat the larger and older ones, to come out and to benefit by participation in outdoor athletics. The writer urges that next year these weight divisions be recognized in our organization. It will help to dispel the mistaken idea that our sole purpose is to develop and to decide championships.

The teams competing and their respective scores are given below:

Los Angeles Manual Arts, 25; Visalia, 18; Long Beach, 14; Santa Rosa, 13; Riverside, 11; Santa Paula, 10; San Jose, 8; Los Angeles Polytechnic, 7; Coalinga, 7; Sacramento, 6; Exeter, 6; Pasadena, 5; Santa Ana, 5; Hemet, 3; Bakersfield, 2; Glendale, 2; Palo Alto, 1; Hanford, Jackson, Fresno, Woodland, San Mateo, Stockton, Merced and Berkeley, 0. The different sections of the State scored a total number of points as follows: Southern California, 82; Central California, 33; North Coast, 22; Northern California, 6.

News Notes and Comment:

STATE AND NATIONAL

Supt. J. H. Francis, of Los Angeles, made a stirring address before 500 men of the Pasadena Board of Trade in the Hotel Maryland, April 20th. Mr. Francis held the attention of his hearers, who interrupted him frequently with applause as he showed why more rather than less money must be spent in education. The subject of his address was the necessity for an education so elastic as to fit the needs of every boy and girl, not simply a few. He showed conclusively that money invested in education brings better returns than money invested in Juvenile Courts and Reform Schools.

Mrs. Louis Hertz, President of the Department of School Patrons, of the National Education Association, has acted as Chairman of a Course of three Shakespearean recitals by Mr. Marshall Darrach at the Girls High School in San Francisco. These readings were given

before the teachers and pupils of the Public Schools under the auspices of the Civic Department of the California Club on Friday afternoons, at 3:45 o'clock. The idea was to use the public school as a social center and to bring to the school department a person of note who would give of his best at the small price of admission, ten cents for each person at each recital. That these recitals were appreciated was shown by the overflow attendance on each Friday. The dramas given were "Midsummer Night's Dream," "Julius Caesar" and the "Comedy of Errors."

A summer entomological camp at **Camp Agassiz** on Fallen Leaf Lake, El Dorado County, will be carried on in connection with the summer work of the University of California. Field work will be supplemented with general or individual instruction and courses arranged for those desiring elementary, in-

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intermediate or advanced work. Particulars may be secured by addressing Dr. E. C. Van Dyke, College of Agriculture, Berkeley, Cal.

A thousand students received degrees this year at the commencement of the University of California, May 12th. Rev. J. Whitcomb Brougner, of Los Angeles, preached the baccalaureate sermon. Class day included a pilgrimage to the 300-foot tower, the Sather campanile, just completed. Chancellor David Starr Jordan, of Stanford University, gave the annual Phi Beta Kappa oration.

Women married less than five years are not to be admitted as teachers to the schools of Sacramento, according to a decision recently reached by the school authorities there. The Board hereafter will not re-elect as teacher a woman who during the year has been married. This decision does not effect married women teachers now in city schools.

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More Misrepresentations

BY THE

Gregg Publishing Co.

The March issue of the "Gregg Writer" and other journals published a statement to the effect that the Gregg system of shorthand has been adopted by the New York Board of Education for a period of five years. The publishers of Isaac Pitman Shorthand wish to say that this statement is absolutely false. The printed minutes of the Board of Education of July 22, 1914, show that a resolution was adopted recommending that one "experimental" class in the Gregg system be formed in two Evening High Schools, one in New York and one in Brooklyn.

On November 23, 1904, by a unanimous vote of the Board of Education, the Isaac Pitman system of shorthand was adopted as the uniform system for the Public Schools of New York City, and since that date no resolution has been adopted by the Board of Education authorizing the introduction of any system other than the Isaac Pitman into the New York Day High Schools.

Write for a copy of the Official Report of December 4, 1914, of the Committee appointed by the Shorthand Section of the New York City High School Teachers' Association to investigate the relative merits of the various systems of shorthand for use in the New York City High Schools. With this will be sent a Free Lesson in the Isaac Pitman Shorthand and particulars of a Free Correspondence Course for Teachers.

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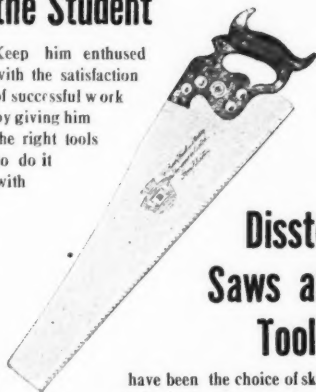
Chicago

Intercollegiate athletic relations between the University of California and Stanford University have terminated. The so-called "Freshman" Ineligibility Rule was advocated by California and opposed by Stanford. The rule provides that no student shall be permitted to compete in his first college year. California holds that men have been known to enter universities, or been persuaded to enter universities for athletics alone, sometimes athletes being hired by secret agreement to register as students.

The Institute of Sacramento City and Sacramento County combined, was held March 29th, 30th, 31st and April 1st. The usual practice of securing several instructors was departed from. Dr. E. P. Cubberley, of Stanford University, offered a series of lectures entitled, "Modern Conceptions of Education." These lectures were received with great enthusiasm. Prof. Mena Sanford gave one lecture on the Teachers' Growth. A series of lessons on Basketry and Bookbinding were

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given by Miss Clara Barnheisel. These lessons occupied chiefly the attention of the teachers of the county.

The California Association of Teachers of English is doing a great work. The organization is headed by Miss Emma J. Breck, President, and Miss Emma V. Schneider, Secretary, with a Committee on co-operation, composed of Benj. P. Kurtz, Mary E. Kelly, C. E. Keyes and Fannie W. Mc-

Lean. The association recently prepared a practical plan of co-operation in the teaching of English. This has been published in Bulletin form, and sent out to the principals of the high schools by Commissioner Will C. Wood, of Secondary Schools. The suggestions made in this bulletin are timely, and should be studied, not alone by teachers of English, but by all teachers, as only through proper co-operation can any satisfactory work in English be accomplished.

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"Oakland Young Men" is a pamphlet issued weekly by Young Men's Christian Association at Oakland, and is now in its tenth issue of the third volume. This issue offers the attractions of their summer camp for boys in the Santa Cruz mountains. The photographs, rules and prices are most attractive, while the same might be said of the cartoon poster for the Y. M. C. A. pool in summer.

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The April N. E. A. Bulletin gives a map showing the relation of Oakland to San Francisco and the other bay cities and contains information as to the Oakland meeting of the N. E. A. and the International Congress of Education, Aug. 16-28. There is also a statement relative to the Panama-Pacific Exposition and other interesting matter.

Hon. J. W. Willie, who for two sessions was Chairman of the Education Committee of the Assembly, suffered some time ago a mine disaster, and it was thought that he would lose his eyesight. Mr. Willie is improving rapidly and it is hoped his eyesight will not be impaired.

Pasadena city schools have issued their annual report, with a panoramic frontispiece showing the three buildings of the Pasadena High School, the Louis Agassiz, the Horace Mann, and the Jane Addams buildings. The report itself is not only a capable summary of a year's work, but an instructive inventory of all that is best to have on hand.

Teachers living in or near San Francisco and Los Angeles, can make a little money during spare hours representing the Advertising Department of the Sierra Educational News. If you are interested, drop a line to the Business Manager, Sierra Educational News, for particulars.

California Fish and Game, a magazine devoted to conservation of wild life through education, is now in its third number. It is a splendidly illustrated magazine and should be in every school and library. It is published in San Francisco.

Mr. P. Mijouef, of the Institute of Technologigue, Petrograd, Russia, has joined our mailing list. He writes that, being interested in American education, he would like to receive the "news" regularly, as well as information of the work and organization of the California Teachers Association.

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The proceedings of the annual meeting, California High School Teachers Association, held at Berkeley, June 29th to July 3rd last, has recently come from the press. This is a very suggestive volume of more than 100 pages and could well find place on the desk of every high school teacher. In it are the addresses given before the various sections, together with reports and discussions that are of great value. The Editorial Committee, headed by William John

Cooper, of Berkeley, are to be congratulated. The President for 1915 is Principal H. O. Williams, of the Sacramento High School.

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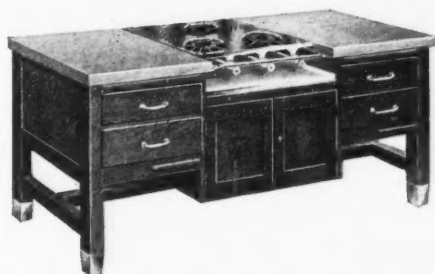
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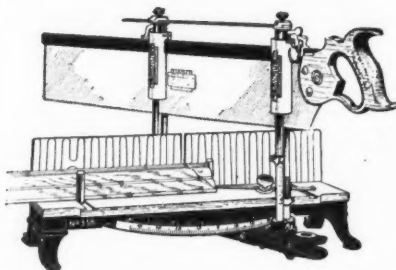
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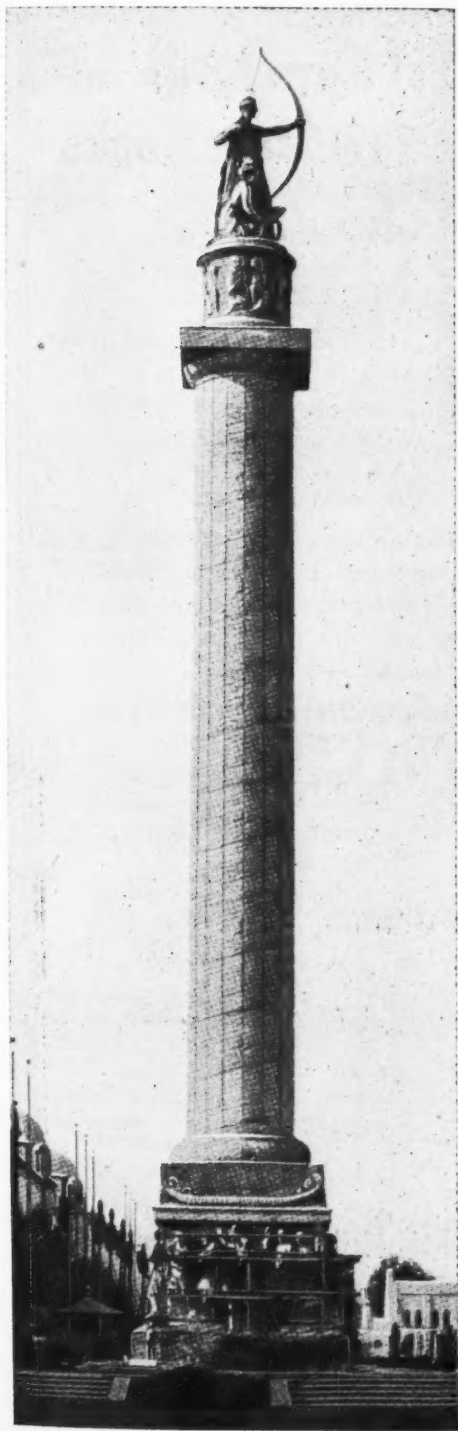
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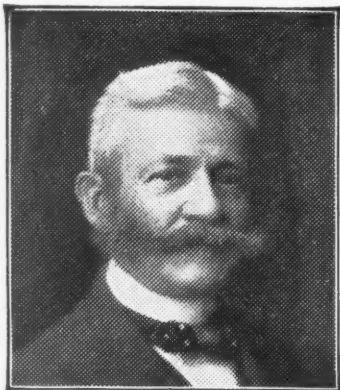
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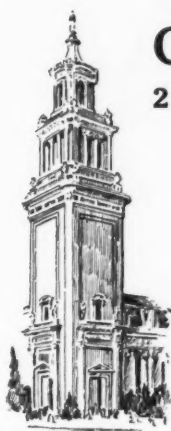
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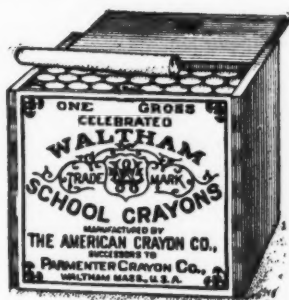
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One of the most effective meetings at the recent convention of the California Teachers' Association, Bay Section, was that of the Commercial Section. A number of prominent San Francisco business men addressed the meeting on the subject: What the Business Man Expects of the Commercial School Graduate.

The high teachers then suggested a plan for co-operation between the school and the business world. A committee was appointed to arrange for a series of "get-together" luncheons at which these impor-

tant questions could be discussed to the benefit of all concerned.

Mr. L. W. Fike, graduate student in the Department of Educational Psychology at the University of California, will conduct a series of psychological tests with the students at the Standard Commercial School Exhibit, Palace of Education, Panama-Pacific Exposition. Mr. Fike will attempt to discover the aptitude of the student for commercial work through simple tests that have already been applied successfully in some of our public schools.



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Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgages, or other securities: (If there are none, so state.) None.

DAVID LEVER, Business Manager.

Sworn to and subscribed before me this 8th day of April, 1915.

(Seal)

Notary Public in and for the City and County of San Francisco, State of California.

(My commission expires Nov. 14, 1917.)